DOCUMENT RESUME

ED 338 350 PS 019 882

AUTHOR Huttunen, Eeva
TITLE Children's Experiences in Early Childhood Programs.
PUB DATE 91
NOTE 28p.
PUB TYPE Viewpoints (Opinion/Position Papers, Essays, etc.) (120)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Child Caregivers; *Childhood Attitudes; *Day Care Centers; Early Childhood Education; *Early Experience; *Educational Quality; Elementary Education; Elementary School Students; *Family Day Care; Foreign Countries
IDENTIFIERS *Finland; Retrospective Studies (Psychology)

ABSTRACT

This study explored children's experiences in early childhood education programs and their views about these programs. The quality of the experiences and the variation of the views were analyzed by program and by sex. An introduction emphasizes that research should center on the child's perspective because modern early childhood education trusts the child and has become more child-centered. The introduction is followed by a literature review. For the study, Finnish children in grades 3, 4, and 5 wrote essays about their experiences in and memories of programs they attended in daycare centers, preschool, or family daycare. Descriptive language used in the essays were coded into seven categories: (1) basic care; (2) education; (3) caregivers; (4) peer relationships; (5) physical environment; (6) organization; and (7) the system. Both the content and tone of the descriptions were analyzed. Results illustrated that even though Finnish children's experiences in early childhood programs were mainly neutral, when the descriptions had an affective tone, it was more often positive than negative. In general, boys were more critical about early childhood programs than girls. The quality of children's experiences varied significantly according to the type of program. Appended are 23 references and 5 tables of quantitative data. (GLR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

CHILDREN'S EXPERIENCES IN EARLY CHILDHOOD PROGRAMS

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED338350

Eeva Huttunen, Ph.D.
Fulbright Scholar
Visiting Assistant Professor
Department of Psychology
University of Virginia
102 Gilmer Hall
Charlottesville, Virginia 22903

tel. * 1-804-977-4202 (home)
* 1-804-982-2986 (office)

home address:
1017 Glendale Road
Charlottesville, Virginia 22901

address in Finland after August 1st:
Eeva Huttunen, Ph.D., Docent of Early Education
University of Joensuu
Department of Education, P.O. Box 111
80101 Joensuu, Finland

PS 019382

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Eeva Huttunen
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

This research has been conducted at University of Joensuu, Finland with research assistant Merja Tamminen.

BEST COPY AVAILABLE

ABSTRACT

The purpose of the study was to explore children's experiences in early childhood education programs. Children at the 3rd, 4th, and 5th grades wrote compositions about programs they had attended: 1) day care center, 2) preschool, and 3) family day care. The quality of children's experiences varied significanlty by type of program. As for caregiving and education, the preschool children had the most positive experiences while children in day care centers had the least positive experiences. As for caregivers, children in day care centers had the most positive recollections while children in family day care had the least positive experiences about caregivers. But overall, the mean of in all groups was positive, exceeding neutral memories.

CHILDREN'S EXPERIENCES IN EARLY CHILDHOOD PROGRAMS

Eeva Huttunen

Introduction

Discussion about early childhood has mostly been labeled from the adults' point of view (Huttunen & Niiranen, 1989; Zigler & Lang, 1991). Criteria for judging the quality of day care have also arisen from the adults' point of view. According to researchers, factors that affect the quality of day care are caregivers' training and experience, group size and adult-child ratio, and the stability of the child's care experience (Scarr, Phillips & McCartney, 1990; Phillips, Lande & Goldberg, 1990; Niiranen, 1987). All of these are essential policy issues for good-quality day care: they affect children's lives and their optimal growth and development.

Quality as defined from the child's point of view has been studied very little. When researchers have considered the child's point of view, they have still used indirect methods, such as obtaining teachers' and parents' views (Garbarino & Stott, 1989). Children themselves have not been asked to report their own experiences in child care. Although modern child research stresses the individual and that the individual builds and affects his or her own environment (Alanen & Bardy, 1990; Ochiltree & Amato, 1985; Scarr, 1991), empirical research has not trusted the child as a source of information of the quality of his or her own life. Developing measurements examining the child's own point of view has been beyond most researchers' interests. A child's own experiences in early childhood programs have remained unstudied. However, the real meaning of childhood for the child is the reality that he experiences and

builds himself.

A decade ago, when day care as a system was still searching for its place in society, researchers and policy makers were worried about the meaning and effect of day care for child's development. The effects of day care on a child's development was then studied (Huttunen, 1987; Phillips, 1987). The issues that were studied were focused on the needs of the future, taken from the adults' point of view. At that time the effect of the day care centered on a child's cognitive development, for later success in school and contribution to the society as a whole.

Day care in modern society is essential and important. The creation of day care facilities means a new lifestyle for children. The early years in day care are a critical period of life for human being. For example, in the Scandinavian Countries, most children have experienced some kind of early childhood programs or day care period in their life. Research should center on the child's perspective because modern early childhood education trusts the child and has become more child centered.

Related literature

Only a few studies have considered preschool children's own point of view. Tephly and Elardo (1984) and Smith, Ballard & Barham (1989) have been interested in comparing children's perceptions of parent and teacher roles. In these studies preschool children have been interviewed using dolls and picture cards. The results showed that children's concepts of parents' and teachers' roles did not differ

much. Tephly and Elardo's (1984) research showed, however, that on an emotional level children engaged more with the mother than with teacher, and that the teacher's role didn't substitute for the mother's role for the child.

The only published research in children's own experiences about day care have been done in the Scandinavian Countries. Ekholm and Hedin (1984) examined daily situations in day care from 4- to 6 -year-old children using questions and pictures. The common experience in day care for most of the children (76%) was positive. The older the children were, the more positive their experiences were. The children rated day care staff and relationships with peers as their most positive experiences in child care. Gabrielsen, Morkeseth, Ramvi & Tofte (1983) interviewed children, and found that in day care, the children most liked the field trips, baking and storytime. Boys especially liked all kinds of games and action, and sports. Girls liked mostly drawing, arts and crafts.

Gustafsson and Larsson (1983) were interested in children's opinions about ideal day care. Children mostly wanted smaller day care centers, fewer children and more staff. Girls wanted more free play and boys wanted more outside activities. Ekvall, Jansson, Schönberg & Ulvede (1983) examined children's experiences in participating in the planning of their activities in after-school programs. Those who participated in planning also enjoyed the program more. Finnish research by Kiesiläinen (1988) was carried out so that the 1st, 2nd and 3rd grade children visited those day care centers that they had attended, and were then interviewed about their experiences in day care. They primarily remembered the social relationships, the

interactions between adults and peers. Activities such as outside play and sports activities were most popular.

These studies indicate that children's experiences in day care have been mostly positive. Research also shows that in early childhood programs there are differences in experiences based on sex, but only few differences related to the individual programs or the nationalities of the children. All in all, the research verifies that children are really able to remember and analyze their childhood. As research workers, we must trust that children's experiences about their own life are as valuable as adult's views about them.

Objectives of the research

The objective of this research was to find out children's views about early childhood programs based on their own experiences. The goal was to analyze the quality of the experiences and the variation of the views in different early childhood programs and the different views in sexes.

The following questions were to be answered:

1. How did the children experience the early childhood programs?
2. Are there differences within the experiences between children who have attended preschool, center based care and family day care?
3. Are there differences between the experiences of boys and girls?

Sample and procedure

The nine Finnish cities and three rural areas in the research were

selected randomly. The sample was drawn primarily from cities because early childhood programs are more common there than in rural areas. From each city and rural area the first elementary school in alphabethical order selected to take part. The 3rd, 4th and 5th grades of each school participated in the research.

The data were collected by asking the students to write an essay about their experiences and memories of their early childhood programs. The students were aware that the essays were confidential and used for research work only. Children were also asked to write down what kind of early chilhood program they had attended before the school, or if they had been reared at home. Nowadays, most common early childhood programs in Finland are day care centers, family day care, and preschools. Children under one year old are cared for by parents, who are supported by a parenting allowance. All early childhood programs are supported, regulated and supervised by government. According to the regulations, teachers and caregivers in centers, preschools, and family day care must be trained in early childhood education.

In the study, 92% of the schools returned the essays. Based on the information from the pilot survey, the 1st, 2nd and 6th grades were left out. The essays written by the 1st and 2nd grades were too brief and the essays written by the 6th grades were often fictional. In the pilot survey the topics of essays and instructions were specified and made more clear and understandable for children.
The topics of essays for those who had been in a day care center was MY DAY CARE CENTER and those who had been at home or in a family day care was MY FAMILY DAY CARE.

The data were analyzed by content analysis. First a classification system to analyze the essays had to be developed. The starting point for the classification was the basic elements of the Fröbelian day care pedagogy: care giving, play, education, little chores, teacher and peer group. The object was to find all different kinds of categories. That's why the sample of essays were first read and different kinds of descriptions in them were recoded into categories. After this the classification was specified and some similar classes were put together. Finally there were the following seven main classes:

1. BASIC CARE
   -meals
   -naptime
   -outside activities
   -hygiene

2. EDUCATION
   -children's plays
   -children's games
   -guided activities
   -entertainment
   -special activities
   -little chores

3. CAREGIVER
   -personality and relationships to children
   -caregiver's activities

4. CHILDREN
   -peer relationships
   -activities with peers

5. PHYSICAL ENVIRONMENT
   -location, size and transition
   -space and equipment outside

6. ORGANIZATION
   -the name of the place
   -groups
   -time in care

7. DESCRIPTION OF THE SYSTEM
   -daily and weekly arrangements
   -rules and regulations

A total of 704 essays about day care were analyzed (Table 1.).

Insert Table 1.

Both the content and the tone of the descriptions that children wrote were analyzed. The tone was rated as follows: a positive tone meaning if they liked a certain aspect, was coded as a three, a neutral tone by two, and a negative tone by one. The child's description of the tone indicates the quality of their experiences.

The statistical methods used in data analysis were t-test and one-way analysis of variance with Scheffe's test.

The Reliability

Reliability classifications were evaluated twice. Before the final classification, two people made a simultaneous classification. After that, it was specified and improved. To get the final reliability for the classification, two people made another classification independently from some of the data (n=77, 8%). The criteria for grouping responses was based on similar ratings of children's essays on both class and tone was the same. The reliability of the whole classification was 90.2%.

Results

Most students described their activities at day care centers (n=294, 42%) in their essays, although descriptions of family day care (n=190, 27%) and preschool (n=220, 31%) arrangements were also common. The children's experiences in different types of programs

were classified into seven categories. Table 2 shows the topics of the programs children wrote about in their esseys.

Insert table 2.

Children described their relationships with peers (22.8%) to a slightly greater degree than they decribed their relationships with the caregiver (21.8%). Next (14.4%) they described basic caregiving situations, such as feeding and naptime. Education and physical environment had the same emphasis for children. In their essays children didn't seem to be interested in the organization and system of the program.

Table 3 shows the quality of children's experiences.

Insert table 3.

Most (67%) of the children's essays were neutral descriptions of what they had experienced in the program they had attended. 24% of the experiences were positive and 9% negative. Those children who had been in preschool had the most positive experiences (28%), while those in family day care had the least positive memories (19%). 25% of children who had attended a day care center wrote about positive experiences. However, those in centers also reported the highest share of negative experiences (10% in centers, 8% in preschools, and 7% in family day care). According to children's essays, the preschool was experienced as the most positive, family day care was the most neutral, and day care center was both very positive and negative.

The average quality score (positive 3 ... negative 1) for each child was then entered into a one-way ANOVA, with type of care as the independent variable (See Table 4).

Insert table 4.

The quality of children's experiences varied significantly (F=5.38; p=.005) by type of program. According to Scheffe's test those children that had attended preschools had significantly more positive recollections about the program than did children in the other types of care. There were no significant differences between children that had been in family day care and a day care center.

Separate one-way ANOVAs were then run for the children's quality ratings for each separate topic (see Table 5).

Insert table 5.

The quality of children's experiences in different programs varies mostly in experiences related to caregiving and education and the care giver. As for caregiving and education the differences in children's experiences are statistically significant (F=10.97; p=.001). The experiences of preschool children were the most positive compared to the other groups. Children in family day care had the second most positive experiences and children in day care centers had the least positive experiences.

As for the quality of the caregiver, the differences between groups

were statistically significant (F=3.75; p=.024). The difference is greatest between children attending the family day care and children attending a day care center. Children who had been in day care centers had the most positive descriptions about their caregivers. The children in family day care had the least positive descriptions about caregiver. But overall, the mean in all groups was positive, exceeding neutral memories.

Also, relationships with peers had been experienced positively. The mean shows that relationships between peers showed a borderline tendency to be more positive in a day care center and preschool than in family day care.

Spesific findings

Basic Care

In topics under basic care, most children (50%) recalled meals and outside activities (49%) and recalled few experiences regarding hygiene (6%). Most of the positive experiences in basic care included meals and outside activities. Almost invariably, most of the negative experiences dealt with naptime.

When comparing the different programs, the results showed that children's experiences in basic care differed only in naptime (F=5.89; p=.003). Children in a day care center had more negative experiences about naptime than other groups. As for basic care situations, there was a gender difference in outside activities. Boys had significantly (t=3.17; p=.002) more positive experiences than girls.

Education

In describing experiences in education, the children mostly described their playing activities - both guided and free-choice. 67% of children wrote about playing. Almost half of the children (49%) mentioned circle time or other teacher guided activities. Boys described most of their experiences with games (17%). Games were the only education topic that boys wrote more about than girls. Girls mentioned more experiences in teacher guided and special activities. The only difference between programs was with regard to special activities. Children who attended preschool and day care centers had more positive memories about field trips and celebrations than family day care children ($F=9.71$; $p=.001$).

Caregivers

Children's essays focused on caregivers most often (86%). Girls (90%) described the caregivers' personality and her relationships to children more often than boys (81%) did. Girls also recalled caregivers more positively than boys ($t=-2.72$; $p=.007$).

There was a significant difference ($F=4.20$; $p=.015$) between programs when describing the caregiver. The most positive memories about caregivers personality and activities were in day care centers and least positive in family day care.

Peer relationships

After caregivers, peer relationships were the most often and most positively described topic in children's essays. 82% of the children described their peer relationships. In family day care, the children's descriptions about peer relationships differed from the other groups statistically very significantly ($F=15.51$; $p=.000$).

Children's descriptions were most positive in preschools and in day care centers and least positive in family day care.

The physical environment

Every third child (33%) described the physical environment of the program in their essays. The descriptions were neutral narration of the locality and about the way getting to the program and about the space inside and outside and the equipment available. There were no significant differences in descriptions about environment between programs and between boys and girls.

Organization and system

About 20% of children described the organization and system of the program. They named the place and groups and also described the length of the day and the groups more precisely. Mostly the description was neutral. Boys described the amount of time in care slightly more negatively than girls ($t=-2.37$; $p=.020$).

The regulations (11%) and rules and agreements (31%) were also mentioned as part of describing the day care system. 30% of children's descriptions of the rules and arrangements were negative and described children's experiences with strict schedules and inflexible regulations and rules. Preschool children described the rules more negatively than the others ($F=4.53$, $p=.012$).

Discussion and implications

In this research on children's experiences in early childhood programs, students' essays were chosen as the source of data because

it was deemed the most feasible way to get a large sample of the students' spontaneous ideas and conceptions about the research subject. The method used seemed to be reliable. On the other hand in this method, students' language skills are stressed, and younger students' writing skills may have certain limits when dealing with the data.

The results of the research showed that Finnish children's experiences about early childhood programs are mainly neutral but when these descriptions had an affective tone, it was more often positive than negative. According to children's recollections, the most positively remembered **resources of early childhood programs** are 1) care giver, 2) peer group and 3) play activities.

The meaning of the caregivers in the early education program remains steady in children's memories. Besides this study, many earlier studies have shown educators' unquestioned importance in guaranteeing the quality in the early childhood education program. This finding highlights the importance of teacher training and selection of qualified people to work with children.

The importance of **the peer group** in early learning is often forgotten when we see early childhood education from an adult point of view. Early childhood education research has concerned itself primarily adult-child interaction and administrators have paid most attention to adult-child ratios. Children are important socialization agents for each other. They share with and give the experience of childhood for each other that adults can not do.

Play is the core activity for preschool children and especially emphasized in Soviet early childhood education (Zaporozhets & Elkonin, 1971). The Fröbelian orientation has always pointed out play as the main strategy for early learning. Adults' concern about the level of education has replaced play with formal instruction (Elkind, 1986). Nowadays both aware parents and most early childhood educators are alerted to the importance of play as a part of developmentally appropriate practice in childhood. Emphasis on play in early childhood programs colors childhood in a way that children memorize with love.

All in all boys were more critical about early childhood programs than girls. Girls remembered their caregivers' personalities with more love than boys. Maybe one reason for that is that programs are planned and run mostly by women and it is easier for girls to understand a woman's world, respect her personality and agree with her style on guiding the activities.

The results showed interesting differences in children's experiences between programs. They show that programs really have a different reality for children. In preschool, the children's experiences were both most positive and least positive in day care center. In day care centers, children criticized the methods in education and basic care but they separated these things from positive feeling toward the caregiver. However, the difference in children's memories toward their caregiver is very interesting. Although children have experienced the education in day care centers less positively than children in the other groups, children remember their caregivers very positively. Parents' satisfaction with family day care is based on

the caregiver's positive relationship to the child (Huttunen & Tamminen, 1989). The results now, however, show that children view care givers in family day care less favorable. Is it that the reality parents face between the child and caregiver is not the same reality that the child experiences daily? In day care centers there were no differences between children's and parents' views about teachers. Teachers behaved in the same kindness toward children and parents. It probably is because of the social control imposed by the presence of other adults in centers.

Basic care is described in children's essays more than the contents of circle time, for example, which traditionally has been one of the main subjects in planning a curriculum for a program. Is the reason that children don't have positive experiences in day care center schedules and activities that they are not planned enough according children's needs? Nowadays children stay the whole day in center and they need time for play and educational guidance, but they need individually and pedagocically appropriate basic care, too. They need the feeling of being cared and loved during the long day their parents are working. The time in day care is real life for children. When we speak about the content of day care it is not only the stimulation or education for children or it is not only taking care of children. Child centered and developmentally appropriate practice puts these two orientations, education and care giving, together. The term **educare** (Smith, 1987) suits daycare very well and meets the needs of postmodern children. In German early childhood education they speak about social pedagogy "Sozialpädagogik" as quite the same term as educare.

Educare in day care puts new challenges to **planning**. It means that educators have to plan not only the traditional circle time and educational activities but also plan the **whole day** of the children. To do this, individually and appropriately for every child, **parents need to be viewed as coworkers** (Huttunen & Nivala, 1991). Cooperation means planning together so that parents influence their children's program arrangements and methods and the early childhood personnel give feedback to the parents about the child, his development, behavior, and growing up.

Child research might be compared with research on women. Not until recently has it been accepted that women have their right to their own point of view, to a woman's life in her own terms. This orientation has gained scientific approval. Children's point of view in their own world has already been approved in principle. Entering into this point of view requires a new understanding in research orientation that doesn't limit the child's thinking into the limits of adult's thinking. Paying attention to the child's point of view in data collection requires developing new methods. Opening research to the child's point of view gives a new picture of childhood as did research on women's lives. Also, acceptance of women's point of view opens a door for validating children's point of view, the way the world looks through the children's eyes. And the real respect of children's rights in the society is bringing this truth to the policy makers to increase the real quality of life for children.

REFERENCES:

Alanen, L., & Bardy, M. (1990). Lapsuusaika ja lasten paikka. Tutkimus lapsuudesta yhteiskunnallisena ilmiönä. [Childhood and children in society. The social construction of childhood]. The National Board of Social Welfare in Finland.

Ekholm, B., & Hedin, A. (1984). Barns upplever av daghem. En bildenkät på 12 daghem. [Children's experiences in day care. A view to 12 day care centers]. Climateproject. Work raport 7. University of Linköping. Institution of pedagogie and psychology, Sweden.

Ekvall, E., & Jansson, I., & Schönberg, M., & Ulvede, M. (1983). Att vara barn på fritidshem - hur barn upplever sin tillvaro på fritidshemmet. [To be a child in after school program - how children experience their life in after school program]. In S. Thullberg's (Ed.) work: Stockholmsbarn tycker - om dagis, om fritiden, om närmiljön. [Children in Stockholm like - day care, free time, environment]. Report STOCKHOLMSBARN - about environment of growth and conditions of living. Part report 14. Stockholm, Sweden: Social Council, 7-21.

Elkind, D. (1986) Formal education and early childhood education: a essential difference. Phi Delta Kappan, 67, 631-636.

Gabrielsen, E., & Morkeseth, E.I., & Ramvi, O., & Tofte, B. (1983). Mannens rolle i barnehagen. [The Man's role in a day care center]. The Teacher University of Stavanger, Denmark.

Garbarino, J. & Stott, M. (1989) What children can tell us. Eliciting, interpreting and evaluating information from children. Jossey-Bass Inc. San Francisco.

Gustaffson, L., & Larsson, G. (1983). Barns önskemål på sitt daghem - sju barn ritar och berättar. [Children's wishes about their day care - seven children draw and decsribe]. In S. Thullberg's (Ed.) work: Stockholmsbarn tycker - om dagis, on fritiden, om närmiljön. [Children in Stockholm like - day care, free time, environment]. Report STOCKHOLMSBARN - about environment of growth and conditions of living. Part report 14. Stockholm, Sweden: Social Council, 7-21.

Huttunen, E. (Ed.).(1987). Tutkimus lasten elämänlaadun parantajana. [Quality to chidlren's life through research]. Reports of The National Board of Social Welfare in Finland 15. Helsinki.

Huttunen, E. & Niiranen, P. (1989) Onko lapsen hyvä olla päivähoidossa. [Is day care a good place for children?] Kustannuskiila. Kuopio.

Huttunen, E., & Tamminen, M. (1989).Day care as growth environment. The National Board of Social Welfare in Finland. Helsinki.

Huttunen, E., & Nivala, V. (1991). Yksilöllinen suunnittelu päivähoidossa. [Developmentally appropriate olanning in day care]. Community Union. Helsinki, Finland.

Kiesiläinen, L. (Ed.).(1988). Kehittyvä päiväkoti. [Developing day care]. Reports 9. Kriittinen korkeakoulu.

Niiranen, P. (1987). Mikä on laatua lasten päivähoidossa?. [What is quality in child care?]. Publications of the National Board of Social Welfare 17. State Publication Center. Helsinki, Finland.

Ochiltree, G., & Amato, P. (1985). The child's eye view of family life. A report to resopondents in a study conducted in

Victoria in late 1982 and early 1983. Institute of Family Studies. Melbourne, Australia.

Phillips, D., & Lande, J., & Goldberg, M. (1990). The state of child care regulation: A comparative analysis: Early Childhood Research Quarterly, 5, 151-179.

Phillips, D. (Ed.).(1987). Quality in child care: What does research tell us? Research Monographs of the NAEYC, vol.1. Washington, D.C.

Scarr, S., & Phillips, D., & McCartney, K. (1990). Facts, fantasies and the future of child care in the United States. Psychological Science, 1(1), 26-35.

Scarr, S. (1991). Genes, experience, and development. Paper presented at the European Science Foundation Network Conference on "Longitudial Research: Challenges for the Future", Budapest, Hungary, 21-23 March, 1991.

Smith, A.B. (1987). Recent developments in early childhood "educare" in New Zealand. International Journal of Early Childhood, 19(2), 33-43.

Smith, A.B., & Ballard, K., & Barham, D. (1989). Preschool children's perceptions of parent and teacher roles. Early Childhood Research Quarterly, 4, 523-532.

Tephly, J., & Elardo, R. (1984). Mothers and day-care teachers: Young children's perceptions. British Journal of Developmental Psychology, 2, 251-256.

Tephly, J., & Elardo, R.(1984). Mothers and day-care teachers: Young children's perceptions. British Journal of Developmental Psychology 2, 251-256. The British Psychological Society.

Zaporozhets, A.V. & Elkonin, D.B. (1971). The psychology of

preschool children. Cambridge: MIT Press.

Zigler, E.F., & Lang, M.E. (1991). Child care choices: Balancing the needs of children, families, and society. The Free Press, New York.

Table 1. The Sample

Sample	Fr	%
Sex		
Girls	339	48
Boys	365	52
	704	100%
Grade		
3 th	220	31
4 th	214	31
5 th	270	38
	704	100%
Demography		
city	601	85
rural area	103	15
	704	100%

Table 2. The Topics of the Children's Experiences.

Topics	%
Basic Care	14.4%
Education	12.6%
Caregiver	21.8%
Peer Relationships	22.8%
Physical Environment	12.5%
Organization	7.6%
System	8.3%
Total	100%

Table 3. Children's Positive, Neutral and Negative Experience in Different Programs(%).

Type of Care	Negative	Neutral	Positive	Total
Family Day Care	7%	74%	19%	100%
Preschool	8%	64%	28%	100%
Day Care Center	10%	65%	25%	100%
Average	9%	67%	24%	100%

Table 4. The Quality of Children's Experiences in Different Programs.

Programs	n	M	SD.	F	p
Family day care	190	2.13	.49	5.38	.005
Preschool	220	2.19	.57		
Day Care Center	294	2.14	.58		

Table 5. The Quality of Children's Experiences About Different Kind of Topics in the Programs (1=Negative, 2=Neutral, 3=Positive).

Topics	Family Day Care		Day Care Center		Preschool			
	M	SD.	M	SD.	M	SD.	F	p
Basic Care and Education	2.10	.47	2.08	.59	2.20	.55	10.97	.000
Caregiver	2.39	.53	2.53	.59	2.49	.60	3.75	.024
Relationships with Peers	2.17	.53	2.28	.66	2.29	.67	2.78	.063
Physical Environment	2.05	.24	2.08	.31	2.05	.30	0.93	.394
System and Organization	1.91	.54	1.97	.40	1.90	.45	2.32	.093